

the COURIER

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CLARKE COLLEGE, Dubuque, Iowa

September 28, 1973



Cast members for "Toys in the Attic" include, from left, Andie Bednar, Cathy Hottinger, Kathy Callaghan and Howard Renensland.

'Toys in the Attic' isn't child's play

By Loretta Reed
Staff Writer

Opening this year's drama season will be Lillian Hellman's second longest running play "Toys in the Attic." The play will be directed by Sister Carol Blitgen, who did her doctoral work on Hellman.

The play deals with forces in the unconscious, their surfacing and repression. In light of this, the play is aptly titled. The unconscious, a storehouse for repressed desires, is symbolized in the image of "attic." The "toys" are the repressed desires forced into the "attic" of the subconscious. However, they are more sinister than ordinary toys. They become a force in each person over which that person has little control. "In effect, the characters appear to be toys of the unconscious," said Sister Carol.

Throughout the play, these "toys" of various people are violently dragged out and exposed. Unfortunately, repressed desires are being played with by people who do not

understand that the "toys" are real. As these repressions are brought out into consciousness, they point out one aspect of the theme. The objects which the conscious will strives for are not really wanted after all. As a corollary human conduct is often unconsciously motivated in spite of what the conscious will desires.

The tone of the play is gray; the environment can be likened to a tomb. The climate is humid and close.

In the first scene, the tone is set by means of a storm image. Throughout the action, incidents build and accumulate tensions—about to break as in a storm.

Carrie, portrayed by Andie Bednar, wants relationships to continue as they are. Like in a cemetery where all is peaceful and unchanging, she wants nothing to upset the status quo.

Cathy Hottinger, as Anna, is associated with plants, the symbol of life.

Flexible living and growing is

the idea brought across by the plants.

In Lily is combined mysticism and eroticism. This child-bride, portrayed by Kathy Callaghan, has a strong will, unfortunately directed by a childish intellect.

Albertine, played by Debra Skriba, is more realistic than the others. She operates not from an emotional, intuitive, or instinctive basis but rather from a rational one.

Byron Judge as Henry portrays a man of will and character.

Julian, the man all of the others want "what is good for," is played by Howard Renensland. Julian is a ne'er-do-well with a kind, generous, but weak spirit. In trying to fulfill all the dreams others have for him, he is physically and emotionally destroyed.

Minor roles will be played by Tom Cunliffe, Michael Ryan and Bob Ray. The assistant director is Leslie Cohen. There will be three performances, September 28-30.

Set Oct. 26 as tentative Amtrak departure date

Although it's still tentative, Amtrak officials have confirmed they are aiming for Friday, Oct. 26, to begin passenger train service between Chicago and East Dubuque.

"We've got a lot of work yet before service can begin," said Gene Glendinning, district sales manager for Amtrak in Chicago, "but, yes, we're hoping for Oct. 26."

Glendinning said Amtrak must firm up negotiations with the Illinois Central Gulf Railroad for use of its tracks, depots and ticket agents along the route. Also, one of the two diesel cars proposed for the route is now in use in Pennsylvania and must be brought to Chicago.

Current plans call for the train to cross the Mississippi River to Dubuque, with Amtrak picking up the additional cost, Glendinning

said. The Illinois Legislature appropriated \$239,000 in July to Amtrak to offset two-thirds of the projected operating deficits for the four-hour route.

Tentatively, the train will depart from Dubuque in the morning, make stops in East Dubuque, Galena, Freeport, Rockford and Chicago, and return the same evening. The estimated round-trip fare is about four cents a mile, between \$13 and \$15. This is slightly less than the fare charged when passenger train service from East Dubuque ended May 1, 1971, he said.

The route's name has not been determined, but will likely be either the "Winnebago," as proposed by the state of Illinois, or "Land O' Corn," as proposed by the Illinois Historical Society, according to Glendinning.

Six drama students act in Flight 5 travel tales

By Laurie Wolf
Staff Writer

If you see six Clarke students costumed in black leotards, body shirts, and over-vests boarding a bus every Wednesday morning, don't think Halloween has come early.

It's just several drama students who are participating in Flight 5, a cultural enrichment program for Dubuque fifth graders in both public and parochial schools. These six Clarke girls, along with a basket of props and four stools, will play a variety of roles in four travel tales for the fifth grade students.

Included are "Pepe's Donkey" from Mexico, "The Tree" from Africa, "Caps for Sale" from Sudan, and "Peter's Fortune" from Scandinavia. The children will have been studying these countries in their social studies.

Sister Xavier Coens explained that audience participation is necessary in these tales. The children will actually join in the story. In fact, the action of the play couldn't continue if the characters were not helped by the students at key moments. This participatory theater will not consist of refined performances. Instead it should be a shared adventure in storytelling in which each person makes a significant contribution.

Flight 5 was made possible by a grant from the National Endowment for the Arts in Washington, D.C., and the Iowa Arts Council. The Dubuque Department of Recreation will provide transportation

to and from the schools. The Clarke actresses who are participating are April Corr, Jill Fox, Cathy Hottinger, Beth Hogan, Nancy Linori and Chris Studer.

In addition to Flight 5, Clarke is also participating in Flights 4 and 60. The former, which is similar to Flight 5, involves Dubuque's fourth graders. Students will have an opportunity to take part in an art exhibit and workshop, a musical concert, a tour of the architecturally significant buildings in Dubuque or a museum tour, and a drama experience—Clarke's Dec. 6 or 7 performance of "Pinocchio."

Flight 60 is another cultural enrichment program for those persons 60 years of age or older. Senior citizens will be able to take part in an art exhibit and gallery talk, a theater production, a concert, and a slide lecture followed by a guided tour of Dubuque's historically and architecturally significant buildings. The drama productions include Clarke's plays "Toys in the Attic" and "The Absence of a Cello."

These last two programs are being sponsored in cooperation with the Department of Recreation, Dubuque Art Association, Dubuque Symphony Auxiliary, Dubuque County Historical Society, Dubuque Community and Parochial Schools, American Association of University Women, the Iowa Arts Council, Project Concern and the Senior Citizens' Centre, Dubuque University Women, and Clarke and Loras Colleges.

Coffee House features twelve in tenth season

By Bonnie Roling
Staff Writer

Clarke College's Coffee House, a cabaret-type theater, which consists of mostly Clarke students, begins its tenth year of entertaining.

Coffee House was started in 1963 under the direction of Sister Xavier Coens. The group has performed at various GI bases in the United States and Vietnam.

Last year Coffee House entertained at conventions, high schools, and for other civic clubs.

This year's members are Diane Rourik, Jill Fox, Mary Ann Kelleher, Gloria Hebert, Carol Schmelzer, Molly Burgess, Rose Marie Dolan, Kay Grison, Kate Ries, Nancy Linari, Anna Heinemon and Marcia Hovel.

around the dubuque colleges

Senior Theresa Frommelt, junior Carol Klema and sophomore Loretta Reed were among eight Dubuque students attending a Student Iowa State Education Association (SISEA) Leadership Workshop in Oelwein Sept. 19. Twenty-five future educators from northeast Iowa were present at the workshop.

All Clarkies interested in Notre Dame's Mardi Gras '74 weekend, scheduled for Feb. 1-3, must have their reservation in to Peggy Maiers by Oct. 15.

Deadline for filing applications for 1974-75 National Science Foundation Graduate Fellowships is Nov. 26. Fellowships are awarded for study or work leading to masters or doctoral degrees in the mathematical, physical, medical, biological, engineering, and social sciences, and in the history and

philosophy of science. For further information check the bulletin board outside rm. 172B.

Don't miss the return show of Clarke's USO troupe, 13X13, Oct. 1 at 8 p.m. in the Music Hall. Everyone is invited.

Oct. 31 is the final date for filing applications to take the Foreign Service officer examination for Service with the U.S. Information Agency or the Department of State. Test date is Dec. 8. Any interested students should see Sister Katrine Johnson, rm. 172B.

Clarke seniors in education may take the National Teacher Examination to be administered Nov. 10 at the University of Dubuque. Many large school districts use this exam as one of several factors in the selection of new teachers

and several states use it for certification or licensing of teachers.

For more information contact the teacher placement office at the University of Dubuque.

The University of Dubuque's Drama Department will open its season with "Slow Dance on the Killing Ground," a play by William Hanley. Performances will be held Oct. 12-14 and 18-20 at 8 p.m. in the Ugly Duckling Theatre, Stef-fens Hall. Tickets for students are \$1 and tickets for adults, \$1.50. For reservations call 557-2362.

Ms. Dolores Reihle and Sister Richardine Quirk participated in the North Central Association of Colleges and Secondary Schools meeting, held in Chicago Sept. 20. The meeting was a hearing of the first draft of criteria to establish standards for accreditation of ele-

mentary schools, which now exists only in the southern states.

A retrospective exhibit of prints by artist John Page will open at the University of Dubuque Art Gallery Oct. 7 and continue through Nov. 4. Included in the show are a series of colored wood constructions, sculpture, watercolors and woodcut prints.

A former Peace Corps volunteer and a former VISTA volunteer will visit the Clarke campus Oct. 2-3. On Oct. 2 they will head an informal discussion in the Terrace Room at 7 p.m. The volunteers will be in Mary Jo informal lounge all day Wednesday to distribute literature and answer questions about upcoming programs in both the Peace Corps and VISTA. Please stop by.

CSA president stresses community growth

By Martha Middleton
Staff Writer

College community—Clarke community—Christian community. We've heard these expressions many times. But attempting to define them can be more of a task than just talking about them. And making a community, such as the Clarke College Community, is even more difficult.

Ann Lynch, 1973-74 Clarke Student Association (CSA) president, however, believes that developing that community is not only possible, but probable. In an interview, Ann spoke of her goals for the Clarke Community for the coming year.

"There are so many limitless possibilities at Clarke through both the students and faculty," Ann said. "We're trying to find the channels to develop better awareness of our society and our community."

The newly-structured Clarke government system is aiding in this awareness. It focuses on all aspects of campus life including student affairs, academic affairs, cultural events, Christian concern and other interest groups at Clarke. Each organization has a chairperson who serves on the governing

body, the Executive Board. Total membership is 15.

"The new structure is interest-oriented. Right now," Ann explained, "we're exploring the interests of students at Clarke. We want to provide for all students and reach not only the whole community, but individuals within it, too."

"We're trying to find the channels to develop better awareness of our society and our community."

Ann Lynch
CSA President

"We would also like to see cooperation among the three Dubuque colleges. We are prepared to show our cooperation and interest," Ann said, and she looks forward to reciprocal cooperation.

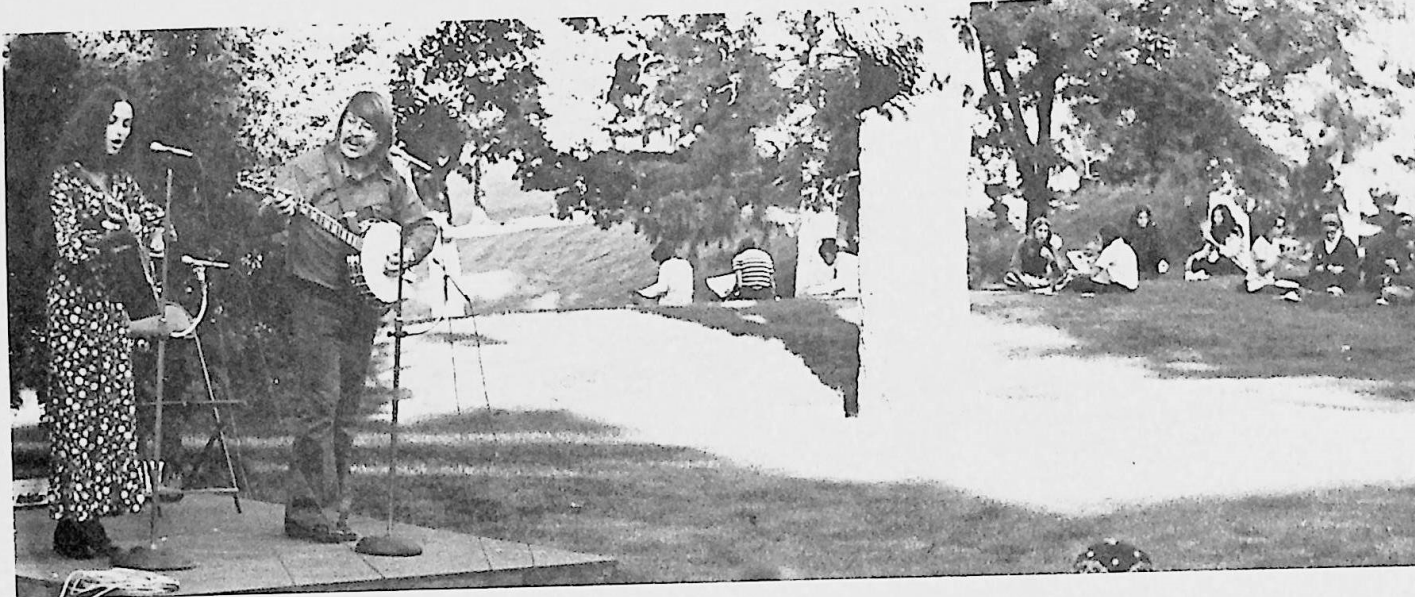
"One of the first concerns of the new student government," Ann said, "was formulation of a budget and allocating funds to

various interest groups." The CSA treasury now consists of four categories—an operating fund, a project fund, a lending fund and a Dubuque College Council (DCC) fund.

Each standing committee will receive money at the beginning of each year, according to projected semester budgets submitted by them. These budgets will be divided into operating expenditures and project expenditures, including both service projects and money making or breaking projects.

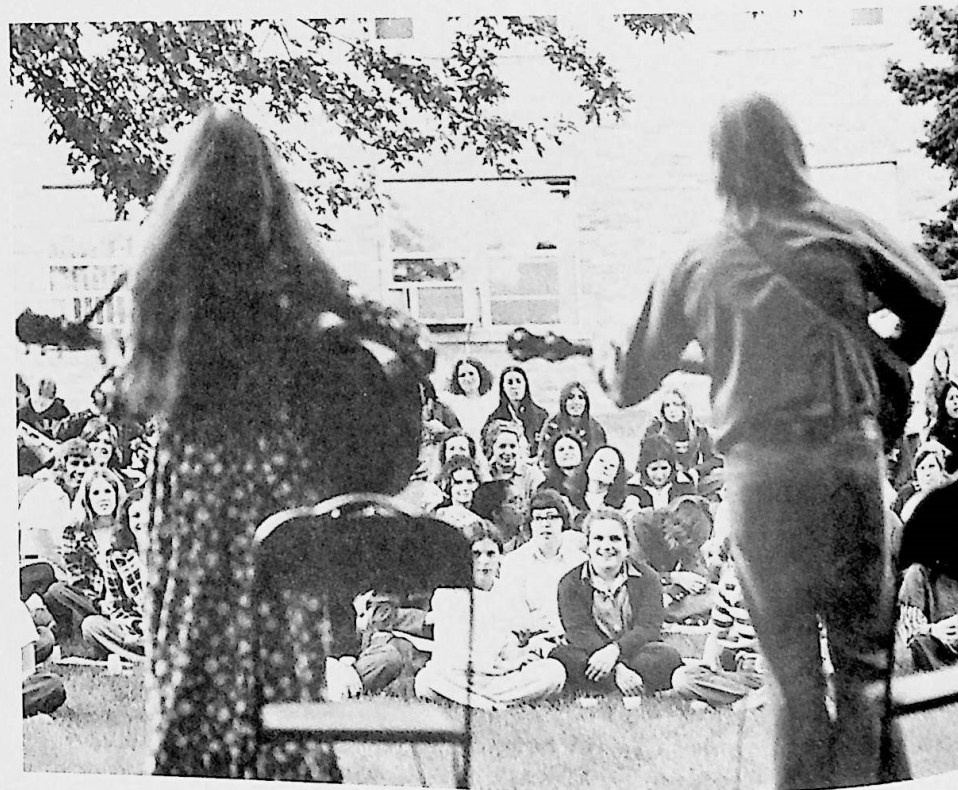
"Also included in the budget plan," Ann said, "is the stipulation that any student or group at Clarke may submit a financial request form to the Executive Board one week prior to a meeting." If approved by the entire board, the money will be withdrawn from the lending fund of the CSA treasury.

Ann considers the entire process of setting the new government into motion "no small challenge." But when asked if we can do it, as a community and as individuals within that community, she answers with one very optimistic yes.



Country pickin'

Now, if you're in your room or walking the halls of the dorm, you'll recognize the new music coming from stereos around campus. It's the sound of Dick and Anne Albin, who appeared in concert on Clarke's back campus Sept. 14. Some of the favorites among those attending were "I Wanta Be A Roller Derby Queen," "The Tomater of Decatur," and "Stranger Danger." Oh yes, and who could forget "Uncle Watt's Original Fantascinating Roadside Stand?"



COURIER CAUCUS

Mini-bus turmoil

Dear Editor:

Picture 22 college students (circa 1950) intently stuffing themselves into a single-size phone booth. Ridiculous? Yes. It could never happen here? Wrong!

Take a ride on the intercampus bus, where you may count as many as 22 frantic, squirming students trying to reach their next class. A general atmosphere of "I can't watch" prevails among the group as their driver, Bob, plummets them into the

main stream of traffic, leaving on the curb a group of six other would-be passengers who are secretly grateful there wasn't room for them.

Such was the scene at the figuratively-speaking 12:39 run from the University of Dubuque to Clarke on Friday, Sept. 21, which actually departed at 12:34.

The sorry state of our inter-campus transportation is not only dangerous, illegal, uncomfortable and inadequate, but entirely avoidable.

Since everyone on campus was aware that last year's bus service was inadequate, it

does not stand to reason that the old bus has been replaced by a new one of exactly the same dimensions.

One might easily conclude that even the uncertainties of hitchhiking are preferable to those of our college-recognized mode of transportation, and certainly no more uncertain than Bob's timetable.

We anxiously look forward to the day when headlines like "22 college students killed in single-vehicle mishap" are no longer feasible.

Nancy Meis
Paula Scholl

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Warmth, learning, the unexpected fill '13' tour

the COURIER, september 28, 1973

page three

By Erin Martin
Staff Writer

Clarke College's 13X13 USO Troupe returned home recently following a two-month tour of military bases in the Far East which they said was both educational and exciting.

"We really had a great experience," said sophomore Debbie Studer. "It was a totally different experience during which we had a lot of fun and during which we learned a lot."

The tour, which began July 16, was sponsored by the National Music Council and the United Service Organization (USO). The 13X13 troupe toured bases in Korea, Japan, Okinawa, Taiwan and the Philippines. Previous 13X13 troupes from Clarke have toured bases in Iceland, Greenland, the Caribbean and Europe. The shows are designed to bring a little bit of home to U.S. military personnel station away from home.

"We were really well received," said senior Mary Kay Barnickel. "The audiences responded well to us because we're American and because we always seemed to look like somebody from home."

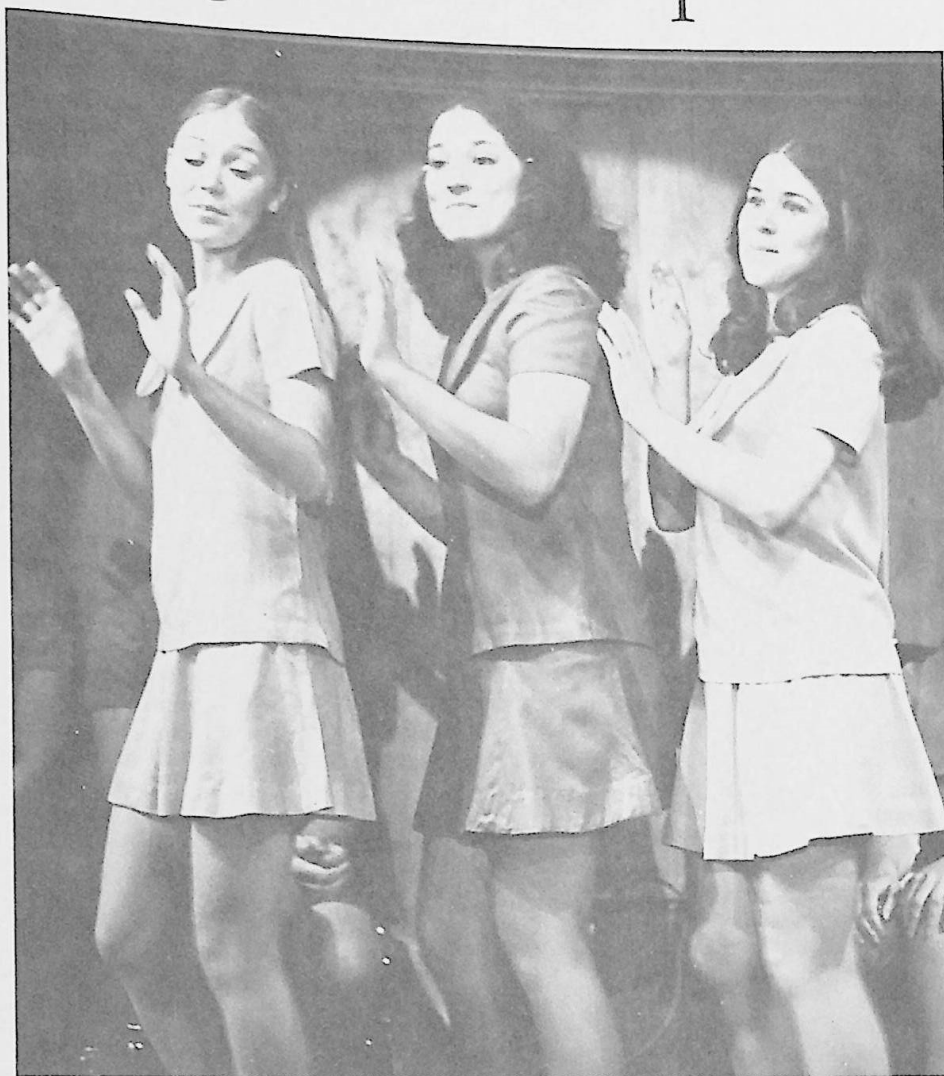
Junior Linda Sullivan agreed. "The fact that we were an all-girl show attracted many in our audiences," she said. "But besides enjoying the music, the soldiers indicated they really enjoyed having long talks with someone who could speak their own language."

An Air Force sergeant from Indianola, Iowa wrote Clarke to express his thanks for the 13X13 performance at Clarke Air Force Base in the Philippines.

"I just wanted to thank Clarke College for their splendid U.S.O. show here at Clark AFB," wrote S.Sgt. Michael L. Williams. "The beautiful and extremely talented young ladies really brought home a little closer this evening, especially since I'm a native Iowan. I feel safe in speaking for the majority of military men overseas in that entertainment such as that performed by 13X13 sustains a large portion of the troop morale, especially for those with sweethearts and families back home. Thanks again. Keep up the good work . . . I always did believe Iowa had the prettiest girls."

During their tour, the troupe's accommodations varied according to the area they were visiting. Senior Nancy Meis said the accommodations were very nice.

"Most of us had left Iowa imagining we would be sleeping in barrack-type facilities," she said. "But we stayed in Bachelor Officer



Members of Clarke's 13X13 troupe are, from left, Denyse Frandsen, Jean Larsen and Susan Droll Ciucki.

Quarters which were very comfortable. Occasionally, we stayed in hotels in the major cities. There were only a few places where the quarters were less than the best."

Throughout the tour the troupe continually modified their act to match the attitudes and makeup of the audiences.

"The average age of many of our audiences was only 17-19," Nancy said. "This was much younger than we had expected. I mean many of these guys were only eight when the Beatles were popular. In cases like these, we edited our nostalgia numbers and shortened the act. But when we performed before officers and their families who tended to be older, we left in the oldies and they really enjoyed it."

As with any organization which goes on an extended trip, there were some unplanned incidents during the 13X13 tour. 13's came when their bus broke down during a 45-mile trip from Seoul, Korea, to an outlying military base. Since the group was planning to arrive at the base early so they could practice some new numbers, they just began practicing in the middle of the country road.

"Some Koreans were working in nearby fields and were somewhat amazed at our performance," said junior Terry Redelman. "After a while a military vehicle stopped and took part of the troupe to the base. The rest of us stayed behind and continued to sing. While waiting, Mary Kay O'Brien (a junior) began entertaining some

Korean children who had gathered, by playing her banjo. Then a young Korean pulled out a harmonica and began to play. It was beautiful."

While 13X13 members had a lot of fun entertaining American military personnel, troupe director Sister Anne Siegrist said they also learned a lot during the 56-day tour.

"The trip gave us all a greater awareness and openness to other cultures," she said. "We only gave one or two performances a day so we had a lot of time to travel in the countries and get a better understanding of how other people live. In addition, the students gained a lot of stage presence and professionalism necessary in performing good shows and a lot of them learned how to mix with strangers. It was a fantastic group of young women to work with, and in spite of the old stereotype that a group of women can't get along well for that long together, we all still really enjoy working with each other."

Each of the Clarke students seemed to gain something different from their travels.

Sophomore Denyse Frandsen said she learned a lot about people in the different countries the troupe visited.

"Being from a small town, I had never been exposed to another type of lifestyle, especially that of Orientals," she said. "We learned a lot of things first-hand and I think I have a better understanding of Eastern culture. It's something I had only read in books before."

Mary Kay O'Brien used the trip as an opportunity to study religions in the Far East.

"This trip gave me a broader outlook of people through their religion," she said. "I spent a lot of time visiting temples and talking with religious people. It was tremendously enlightening. I had taken a high school course in world religions but it didn't hit home until this trip. I plan to write that teacher to share my experiences and appreciation."

Even though they enjoyed the tour, the troupe said they are happy to be home. Since Clarke started classes four weeks ago, all 14 students are now trying to catch up in their classwork.

"I think I can safely say that we are all very glad to be back to America," said 1973 graduate Susan Droll Ciucki of Dubuque. "I really feel proud to be able to call the U.S. my home and I think we all realize a little more just how lucky we all were to be Americans."

'But why should love stop at the border'

By Jan Strautman

"I really don't think I can eat this cold soup. It looks like watermelon juice!"

"Well, let's try this then. It doesn't look too bad."

"What is it?"

"I'm looking it up. Let's see . . . 'calamares.' Here it is! Squid!"

"Let's stick with the watermelon juice."

And so began, on the 30th of June, my introduction to the world of gaspacho and paella, tortillas and sangria. Along with fifteen other Clarke students and alumni, and two Spanish professors from our department, I was ushered into nights of the wild singing and breathless flamenco, the land of La Mancha with its fragile windmills, and hundreds after hundreds of miles of knotted, gnarled olive trees, all shouting to me a past which had never before seemed real.

Arriving in Madrid with a lot of fear but even more curiosity, we were directed to what was to become our home for a month—the dormitory of Our Lady of Africa on the University of Madrid campus.

Feeling of brotherhood

It was by her that all of us were awakened as if for the first time to the beauty of other people. The bustling, gardened streets of Madrid did not arouse the intense feeling of belonging and brotherhood as did the experience of living in close contact with people from Palestine, Jordan, Argentina, Bolivia, Lebanon, Niger, as well as from Spain. Having already studied in Spain for several years, these boys were our teachers of the Spanish language and customs, as well as many of their own native practices.

But more than learning that you never smoked without offering a cigarette to everyone around you first, or that you always ate with your fork in the left hand and your knife in the right, we learned something that at first seemed so very fundamental. We learned that there is a great unity and sameness in all people, while at the same time a great individuality.

At times, I felt as if I had no education at all, for the majority of the boys could at all, for the majority of the boys could speak three or more languages, were well versed in art and music, knew the workings of the American government, and at the same time were studying in pre-med or architectural programs. Before I had met them I really didn't even know where Jordan was located on the world map.

First-hand education

Attending classes in Spanish, Spanish literature, and art gave us a chance to view European education first-hand. We became accustomed to the little old men became accustomed to the little old men popping their heads in the door and shouting "Time's up!" in place of clocks, and we became accustomed to sitting on benches instead of desks, listening to solid lectures. We were introduced to El Greco and Goya. We were introduced to Lope de Vega and Lorca. But after classes is when our education really began.

We became able to discern which black tobacco wouldn't choke you, to manage to get off the buses at the right time without injury, and to not look when every male from the ages of ten to seventy yelled the smothering compliments to you on the street.

Our digestive systems were completely overhauled, lubricated by a steady diet of olive oil, rice, eggs and fish.

After a few weeks, it seemed only natural to eat a lunch of four courses at two in

the afternoon and a dinner of three courses at ten in the evening, to eat ice cream cones with spoons, and to drink wine at all hours of the morning, noon and night.

We learned not to wear long slacks if we were going to be out very late in Madrid because the streets are hosed down with torrents of water each night. Hundreds of fountains dotted all corners of the city, and every lawn and garden was faithfully watered each day. Ironically enough, when we asked for a glass of water in a restaurant we received gasps of surprise in return. For a while I thought I was using the wrong word in Spanish for water.

Impressions of bullfight

The promise of seeing a bullfight was both a welcome and foreboding thought. The excitement and dazzle of the arena on that Sunday afternoon was akin to the enthusiasm generated at a football game here. Although the outright killing of the bulls was terrifyingly quiet and frightening, I found myself physically and mentally involved in the activity. It did not seem to be a masochistic display of man's power over animal, but a beautiful moment of closeness between man and beast, an example of respect and affinity between the matador and the bull in the ring. It was amazing to find out that the tradition of bullfighting developed out of an Arabic religious ceremony where the killing of a black bull symbolized the killing of the devil.

After four weeks of friends, classes and night-life, we were transformed into a group of suitcase-packing, camera-carrying, postcard-popping, bonafide tourists.

During the next two weeks we traveled through the southern part of Spain and into Portugal. We stood in the place where

Columbus received permission from Queen Isabella to sail to the New World, looked out over the Atlantic from the point where Vasco de Gama sailed to round the tip of Africa, and wandered through the castle used in filming the movie "Camelot." We were immersed in the aura of religiousness and superstition at Fatima and spent three, lazy, sunburning days on the Spanish Riviera.

Return to Madrid

At the end of the two weeks we were met with a realization as sharp as a slap in the face. The sense of history and of the past in Spain is piercing. In Cordoba, for example, we saw the "old" cathedral, built in the eleventh century, and the "new" cathedral, built in the fifteenth century. The contrast presented by driving across a Roman bridge built for the feet of ancient soldiers made us stop and begin to think about our place in the universe and the value of our mechanized age. After these two wild, fluttering weeks of thinking and seeing, we were once more on the road, this time for home—Madrid. The anticipation and excitement in each of us as we returned to the deep, lasting friends and our favorite corners of the city could not be contained.

And so we spent our last two days in Spain in the city, and most important of all, with the people we had grown to love. I always think about the day when I can return, when I can be once again in a place where time does not really exist. And I can't help but having the words of Pablo Casals run through my mind over and over. "The love of one's country is a natural thing. But why should love stop at the border."

Fall election returns

Board of Governors

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AAC Faculty Representative

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Improvements evident around Clarke campus

By Mary Jean Timp
Staff Writer

If you have had occasion to walk under ladders lately, or your nose has detected peculiar smells or if you happened to notice your feet dragging over new sidewalk on their way to class, then you are probably aware of some of the improvements that were made during the summer and are still being completed on the Clarke campus.

Gutters and roofs are repaired, doorways were made, and electrical capacity was expanded, all at a cost of \$15,000.

Clarke spent \$14,500 replacing sidewalks after city officials notified the school of a possible assessment for sidewalk additions and repairs.

After a close look at the topography of the campus, a parking lot was located west of TDH at a cost

of \$10,720.

High on the list of priorities is a three phase plan submitted by the drama department for renovation of the TDH auditorium. Phase one of the project was completed this summer, totaling approximately \$30,000. Riggings were repaired and a catwalk and movable sound system were provided. It is hoped that financial help will come from foundations to complete the second and third phases of the program.

Each year Clarke spends money making campus repairs. An annual drive is held by a development council consisting of local businessmen who solicit money from the community to help cover Clarke's operating costs. Foundations are also approached for support and over the years Clarke has established a reserve fund for plant maintenance.

'Systematic Desensitization' provides test tension relief

By Eileen Enzler
Staff Writer

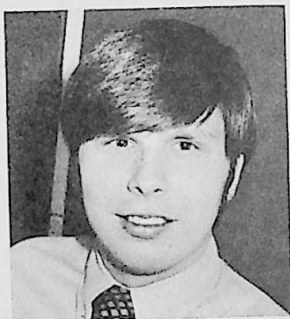
One of the services now available to students through the Counseling Center is a program designed to relieve anxiety over tests and mathematics. Recent national surveys have found that 15-20 percent of all students experience test anxiety and a slightly smaller percentage experience stress because of a fear of numbers.

Counselor, Dr. Jerry Jorgensen, Ph.D., who will work on both the Clarke and Loras campuses, has initiated a program to treat these two academic anxieties.

The program, called Systematic Desensitization, is based on the premises that fear has been learned as a response to a particular situation, such as a test or a course involving math, and that fear and good performance are incompatible. Under stress, one cannot perform as well as in a relaxed condition.

The treatment is designed to counter-condition, to change the fear response to one of relaxation. Two processes characterize the treatment. For test anxiety, the first of the five treatment sessions is devoted to relaxation training. Students study the muscle groups of the body—including the fingers, arms, legs, neck and chest, and are then encouraged to practice muscle relaxation.

The four remaining sessions are aimed at learning how to be relaxed in a test-taking situation. Dr. Jorgensen directs a sequence of visual scenes in a hierarchy, progressively more intense. For example, the first scene would depict a classroom situation in which the teacher announces an upcoming test. This is a point of anxiety.



Dr. Jorgensen

The second level in the hierarchy described by Dr. Jorgensen would occur in studying for the test. As the time of the test draws nearer, the tension increases.

The final scene is the actual test. The anxiety has been building up and the first difficult question might cause the anxious student to go "blank."

Dr. Jorgensen explained that it is not necessary to be in the actual test-taking situation in order to make it seem real or imminent to the participant. The imagination serves as a very close substitute. By visually creating each scene, Dr. Jorgensen enables the participants to take a test step by step and so to understand the mechanics of a test.

Each scene is repeated three times during the four sessions so that the participants are readily able to substitute the relax response in each given situation. The students transfer the relax response from the simulated test to the evaluation itself.

This procedure has proven very successful in the United States. The participants have reported that they are not only more relaxed during

a test, but they also do considerably better in terms of grading—often a whole grade point higher.

The approach to alleviating math anxiety is similar to that for test anxiety. Such students generally have a real dread of courses such as statistics, chemistry and physics and tend to schedule them only as a last resort. The type of scenes described by Dr. Jorgensen differ, however. He would create scenes specifically involving math in the classroom.

It must be stressed here that the Systematic Desensitization Program does not eliminate the need for study and preparation before a test. This program is designed for the students who are capable, prepared and motivated to perform well. But, hindered by anxiety, they experience difficulty in expressing their knowledge on tests or in learning in a math-related course.

The two and a half week program takes seven hours altogether and is conducted in groups of seven to ten persons. However, group processes or group dynamics are not at all a part of this treatment. It is held in a group situation only because it is more economical.

The process is not structured or intended to improve study habits or to remedy math difficulties. Its success lies in the fact that it may enable one to demonstrate more accurately his skills or knowledge.

Dr. Jorgensen believes that tests and numbers cause undue stress for some people. "Too often," he said, "students do not even realize that these anxieties can be worked out."

For further information, contact Dr. Jorgensen, Rm. 111 EKH.

Clarke curriculum in review

By Fran O'Brien
Staff Writer

Two separate studies of Clarke curriculum are currently in progress by faculty members and the Academic Affairs Committee (AAC).

An Academic Program Review by all areas of study at Clarke seeks to evaluate present programs. This review is in line with objectives of the Long Range Planning Committee.

The evaluation stems from a study last spring where the journalism, political science, and French departments were reviewed after faculty resignations. It was decided that these programs should not be evaluated in isolation. Thus, according to Sister Frances Aid, "Every department is involved in evaluating itself and submitting a report." This involves not only departments where majors can be obtained but any units of study such as the medical technicians program, French, and philosophy.

In reviewing the programs, faculty members are looking at many facets of the present system. Staff members evaluate the existing program in light of the mission and goals of Clarke. They list characteristics of each program for

fields of specialization as well as interests for non-majors.

Opinions are voiced by faculty members on their individual program potential, multi-discipline programs, and tri-college programs. The staff is also asked to project future career opportunity possibilities in their areas.

The Program Review Statement will be studied alongside enrollment and cost statistics and will become a basis for academic planning.

Possibilities for change in the liberal arts component of the curriculum are being discussed by four temporary division coordinators. They are: Sister Virginia Gaume, division of fine arts; Sister Eileen McGovern, division of social and behavioral science; Sister Mary Louise Caffery, division of natural sciences, and Sister Frances Aid, division of humanities.

The Administrative Council accepted a proposal from Academic Dean Sister Helen Thompson to set up the committee for the following: Reformulating the liberal arts (area) program, preparing rationale for each presently existing academic program, evaluating of the divisional arrangement, and making recommendations for a more permanent structure.

Members of the committee are presently consulting other colleges and universities to see how they base their liberal arts programs, studying the present Clarke program, and researching new ideas.

"We want to investigate different starting points for a liberal arts program and compare those with what we have," explains Sister Frances. She gives examples of other schools where their programs are based on understanding different cultures or a competency based skills curriculum.

"We're right now in a big search phase," Sister Frances adds. "We have lots of questions to ask and this is where we're beginning."

Guidelines from the AAC include a tentative plan for involving students. It was suggested that students who wished to work with the committee could contract for credits and take part in the research.

Results from this study will be submitted to the Academic Dean and the AAC by January 15. Any changes in the area program will go into effect next fall.

These two studies go along with academic objectives of the Long-Range Planning Committee to strengthen the curriculum of Clarke College.

First an apple, then a teacher

By Carol Klema
Staff Writer

What is "Project Red Apple?"

According to Sister Catherine Dunn, "Project Red Apple" is the theme of the Student Iowa State Education Association (SISEA) membership drive on the Clarke campus. SISEA is a pre-professional organization for people interested

in education. Sister Catherine, Clarke's chapter moderator, maintains that "teaching is a helping profession," and views SISEA as the students' chance to find out if they will fit that profession.

SISEA lists many reasons to join but Sister Catherine proposes that the greatest benefit a member receives is the chance to get involved and broaden the learning experience through contributing to each other and to the association.

There is a "chance to become involved in the education process and a chance to have a constructive contributing voice in current trends in education on local, state and national levels," Sister said.

Back at the grassroots level, Clarke's chapter held its first meeting earlier this month. About 40 students attended. Sister Catherine said "the whole education department strongly supported the stu-

dents' involvement in SISEA."

Students who intend to become teachers, or students interested in education in general, are eligible to join SISEA. Clarke's chapter is sponsoring a tri-college workshop October 25. The workshop will feature group dynamics activities and leadership programs. Some topics for later conferences are job interviews, certification and special education. Such variety is possible because SISEA functions to help the student become a better teacher. The membership drive is still on. Students can contact Theresa Frommelt at 582-9886 or Carol Klema, ext. 639.

Any involvement in SISEA is consistent with Sister Catherine's philosophy of education. She said, "You see needs and you want to do something about them," and that is what "Project Red Apple" is all about.

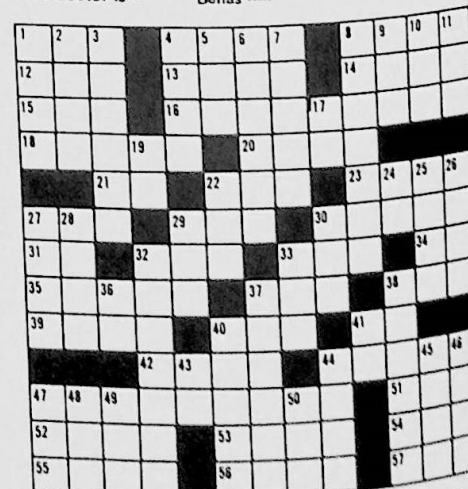
Courier Crossword

ACROSS

- 1 Swig
- 4 Capital of Latvia
- 8 Cancer
- 12 Tonal language
- 13 Rickenbacker and the Red Baron
- 14 Occurs by chance (arch.)
- 15 Drama: Joe ...
- 16 Dog
- 18 Flanders flower
- 20 Used with shift and box
- 21 Comparative suffix
- 22 Bog
- 23 Shade of green
- 27 Finished first
- 29 Jolt
- 30 Character from Peanuts
- 31 Article
- 32 Range of knowledge
- 33 Catcher in the ...
- 34 Steamship (ab.)
- 35 Fragrance
- 37 View
- 38 River in Scotland
- 39 Soccer hero
- 40 Insect
- 41 Symbol: helium
- 42 Used with drome and nautical
- 44 Kind of hemp
- 47 Character from Peanuts
- 51 Australian bird
- 52 Sea eagle
- 53 Sabre's cousin
- 54 Fabulous bird of prey
- 55 Exploit
- 56 Auld lang ...
- 57 Attempt

DOWN

- 1 Football
- 2 Othello's nemesis
- 3 Character from Peanuts
- 4 Risque
- 5 ... liebe dich
- 6 Kind of counter
- 7 Pallid
- 8 Character from Peanuts
- 9 Gridiron cheer
- 10 Movie: The World of ...
- 11 Youth organization (ab.)
- 17 University of Arizona (ab.)
- 19 Abbreviation used in advertising
- 22 Aficionado
- 24 The doctor is ...
- 25 Terpsichore, for example
- 26 Being (Lat.)
- 27 Sociologist's term
- 28 One time
- 29 A certain set
- 30 Soap ingredient
- 32 Squeezed
- 33 Soak
- 36 - Dorado
- 37 Character from Peanuts
- 38 Gobi, for one
- 40 Palacio de Bellas ...
- 41 Greeting
- 43 Plural suffix
- 44 Travel on thin runners (var)
- 45 Love Spanish style
- 46 World's greatest fustbudget
- 47 Spliced
- 48 Bauxite
- 49 Any number divided by itself (ab.)
- 50 Period of time



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